



**Mu'tah University**  
**Deanship of Graduate studies**

**English Language and Literature Students  
attitudes Towards Note - Taking Skill at Mutah  
University**

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الآراء الواردة في الرسالة الجامعية لا تُعبر  
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## **Dedication**

This work is dedicated to the spirit of my mother. To my father who gave me a lot, to my husband Dr Basil, my children, (Rand, Mubarak, Bana and Aya) .To my brothers (Esam, Esmat,) and to my sisters (Amal, Han'a and Mona), To everyone who supported me to continue this thesis, I dedicate this work.

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## **Abstract**

### **English Language and Literature Students attitudes Towards Note - Taking Skill at Mutah University**

**Huda Garalleh**

**Mu'tah University, 2012**

This study aimed at investigating the attitude of the students at the English language and Literature department at Mu'tah University towards note taking. The population of the study consisted of all (male and female) students at the English language and literature department at Mu'tah University, during the second semester 2011-2012. The study sample consisted of (147) male and female students, who were registered for the second semester 2011-2012 at the English language and literature department at M"utah University. The purpose of the study, a questionnaire of 33 items was designed and it consisted of two domains respectively, taking notes during lectures and taking notes while reading .

The results of the study showed that there were significant differences in the students' attitudes toward note taking, and these differences have been positive in favor of females and also in favor of junior and senior majoring students p on these results several recommendations were made by the researcher.

## الملخص

موقف طلبة اللغة الإنجليزية وآدابها في جامعة مؤتة نحو مهارة تدوين الملاحظات

هدى قرالة

جامعة مؤتة، 2012

هدفت هذه الدراسة الى معرفة مواقف طلبة قسم اللغة الانجليزية وآدابها في جامعة مؤتة تجاه تدوين الملاحظات. تكون مجتمع الدراسة من جميع الطلاب في قسم اللغة الإنجليزية وآدابها في جامعة مؤتة، خلال الفصل الدراسي الثاني للعام الدراسي 2011-2012. وتألقت عينة الدراسة من (147) طالبا وطالبة الذين سجلوا في الفصل الثاني من السنة الدراسية 2011-2012 في اللغة الإنجليزية وآدابها في جامعة مؤتة. لتحقيق الهدف من الدراسة، قامت الباحثة بأعداد استبانة من 33 بندا تتضمن مجالين، تدوين الملاحظات أثناء المحاضرات، وتدوين الملاحظات أثناء القراءة. قامت الباحثة بالتحقق من الصدق والثبات للأداة ثم قامت بتوزيعها على عينة الدراسة، كانت نتيجة هذه الدراسة انه يوجد فروق ذات دلالة احصائية نحو اتجاهات طلبة قسم اللغة الانجليزية نحو مهارة تدوين الملاحظة لصالح الاناث على الذكور، كذلك لصالح السنوات المتقدمة. وبناء على هذه النتائج تم تقديم مجموعة متن التوصيات من قبل الباحثة.

## **Chapter one**

### **Theoretical Background**

#### **1.1 Introduction:**

Study skills and habits have long been considered to be important variables in the academic success or failure of students at the college level. Typically school time includes time management, preparing for and taking examinations, using information resources, taking class notes and communicating with teachers and advisors. Behaviors directly related to productive class performance determine academic success, (Robbin & Lauver, 2004).

Most study skills materials attempt to teach learners how to study by focusing on ‘technical’ skills of study, for example, note-taking, essay writing, reading strategies, and so on. This approach assumes that the ability to study successfully is primarily a matter of imparting to the student a repertoire of such techniques. However, what students frequently lack is not only a knowledge of study skills, but, more fundamentally, the underlying competence necessary for successful study—self-confidence, self-awareness, the ability to think critically and creatively, independence of mind, and so on. This underlying competence is the real foundation for successful study, since it provides the student with the capacity to solve study problems autonomously. It follows that study skills materials need to concentrate first and foremost on this level. Knowledge of the techniques of study is also important, but this should be acquired within a framework of study tasks that focuses, in the first instance, on building up the cognitive and affective capacity of the learner for study, (Water & Waters, 1992) .

It is very natural to forget most of what is said in the lecture after a short period of time. Studies have shown that most people forget about 20% of what they hear in the lecture after two weeks and forget about 80% of what they hear in the lecture after four weeks therefore to keep note of what the lecturer says in the class, it is recommended that students write down most of what is said during the lecture, (Harboes & Mullen ,2007).

Information which are presented in class often contains the central concepts of the course and the material most likely to be included on exams. Yet, students frequently do not realize the importance of note-taking in general and in English class in particular, making imbalance between the information itself and the language used to present this language especially if it were a foreign language. such as the case for students at the English language and literature department Mu'tah University.

The main objective of note-taking is to capture the essential points of the lecture and keep record of the main ideas, which the student later

uses for revision, particularly for examination purposes or writes summary or a report based on the notes (Kirkgöz,1995).

Taking notes during a lecture is a highly demanding skill and creates problems for students who are learning English as a second or foreign language for academic purpose,.(Kirkgöz, 2010) .

A lecture is a key component of academic literacy and has been much investigated both from the point of view of the discourse structure of lectures and the ways in which native and non-native speakers of English take notes, (Maydosz, 2010). Close to this study (Caudron, 1983) examined aspects of the note taking of students whose first language is not English . About the role of universities in this subject (Badger, 2001) mentioned that students at university institutions come from a variety of academic backgrounds. This means some students are less well prepared than others for study in a university setting and raise the question of the extent to which the university should help students with study skills, such as taking notes.

The ability to take notes differs from one student to another, (Ladas,1980). It is considered a skill that is common among most students and most students believe in the importance of this technique to facilitate recall and to improve their achievement (Kiewra , et.al.,1991) .

Brown (1995) argued that note taking strategy is credited with the personality and point of view of the note taker or the listener, Learning to make notes effectively helps students to improve their study and work better because they understand everything that is said in class they will therefore remember it. As the students make notes, they will develop skill in selecting important material and in discarding unimportant material. The secret of developing this skill is practice. Notes enable them to retain important facts and data and to develop an accurate means of arranging necessary information.

Joseph, (2001) argued that, just as the sender can improve the message that are sent , the receiver can also improve his or her skills at better understanding, recording and remembering the message.

Rost ,(1990) used the expression "transfer of information ", to describe his idea about note taking skill during lectures. The present study also investigates the importance of transferring the information using note-taking skills and whether the students of English language and literature department recognize this importance.

Therefore, the researcher intended to emphasize the benefits of using note taking skills during the lecture at the English language and literature department, and also to emphasize the role of the instructors in the same department for encouraging their students to use and improve this skill. so the researcher intended to introduce the note taking skill as an important skill in learning English language .

## **1.2 Statement of the Problem:**

Note taking is considered a very important metacognitive skill by most educators. It is a study skill that helps students retain a lot of what is mentioned during the lecture. Unlikely students can remember all that is said during the lecture even if they happen to be listening in the class time, which is impossible since it is only natural that students pay attention intermittently during class. Hence it becomes important that students write down important information that is said during the lecture. For students at the English Language and Literature department the task becomes doubly difficult, first they have to learn to take notes, second they have to take it in a foreign language. Therefore it becomes important to examine the students perspectives about the skill of note taking or whether or not they are able to improve their scores in classes.

## **1.3 Purpose of the Study:**

This study attempted to investigate the attitudes of the students at the English language and Literature department at Mu'tah University towards note taking skill.

## **1.4 Questions of the Study:**

1. What is the attitudes of the students of the English Language and Literature Department at Mu'tah University towards note taking skill ?
2. 2-Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) of the attitude of the students in the English language and Literature department at Mu'tah University towards note taking skill attributed to gender ?
3. 3-Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) of the attitude of the students in the English language and Literature department at Mu'tah University towards note taking skill attributed to the year of study?
4. 4-Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) of the attitude of the students in the English language and Literature department at Mu'tah University towards the skill of note taking attributed to the interaction of gender vs time of taking notes (during lecture and while reading)?

## **1.5 Significance of the Study:**

This study is significant because of the following reasons:

First, the current study tends to be one of the first studies in Jordan that deals with the attitudes of English language students towards note taking skill through the lecture to the best of the researcher knowledge, and

this makes it a valuable source for other researchers in the future who will prepared studies in the same subject .

Second, the study population was limited to English-language students, giving importance to this study because those students have to learn new information using a foreign language .

Third, this study result may contributes to focus on note-taking and identify its importance among the rest of the other skills especially for English language students.

### **1.6 Limitations of the Study:**

This study is limited to students studying at the English and literature department at Mu'tah university during the second semester of the academic year 2011-2012 .

### **1.7 Operational Definitions of Terms:**

1. Attitudes: relatively enduring orientations that individuals develop towards the various objectives and issues they encounter during their lives and which they express verbally as opinions. (Philip,1994).  
- in this study : the english language students responses and belief toward the note taking skill
2. Note taking skill: Being able to take clear comprehensive notes, which allows the students to understand and learn the presented material for learners course assignments or exams skill.  
-In this study: it is the student's ability to write down important information during a lecture or while reading using English language to help them to improve their scores in the course .
- 3- English language students: students who are studying in English language and literature department.  
- In this study – the students at the English language and literature department at Mu'tah University.

## **Chapter Two**

### **Review of Related literature**

This section presents, briefly, a review of literature related to note taking skill. It will covers two areas of the study: theoretical framework and review of related literature.

#### **2.1 Theoretical framework:**

Psychologists agree that attitudes tend to be fairly fixed and therefore difficult, though not impossible, to change. In changing attitudes it is necessary to decide exactly what it is you want to change and how strongly held the attitudes are (Philip,1994).

Carrier & Newell (1984) said that note-taking is one of the commonest study activities in school settings. During a lecture or text-learning, students are required to incessantly coordinate taking notes and other ongoing processes (e.g., listening, reading). This may have some influence on the lecture or text processing, whether note-taking directly promotes encoding or not. For example, students might give up grasping the point of a lecture while they are busy writing down what the lecturer said. Closer examination of the encoding effect should be informative to reveal what and how students (can) learn while being in class. Of course, in real academic situations, students often benefit from reviewing their notes after class more than taking them during class. It must be cautious to judge the practice a value of note-taking only by the encoding effect (Kiewra, 1989).

Pervasive nature of note taking and note reviewing and the assumption that such activities are a necessary part of the college learning experience have encouraged researchers to investigate how students go about taking and reviewing notes and how these activities might be improved (Grabe& Christopherson, 2005).

According to (Van Meter, et al.,1994) college students believe that the act of taking notes facilitates attending to the lecture, comprehension of the material to be learned, and the subsequent recall (Kobayashi, 2005).

Slotte and Lonka,(1999) found that those who wrote summaries knowing that they could not use them later probably believed that note taking alone facilitates the process of understanding and organizing the learning material.

In the study of (Haghverdi, et al., 2010) the results revealed that note-taking strategy instruction had significant effects on the students' achievement. These findings support the view that in academic performance, the process effect of note taking is of great importance.

Taking notes while listening to a lecture is a tradition commonly adopted by college students for a lecturepresentation. Note-taking is



generally considered to promote the process of learning and retaining lecture material ( Di Vesta & Gray 1972) .

Carrier & Titus, (1979), the facilitating effect of note-taking on lecture learning and recall may derive from the two general functions, i.e., encoding and external storage. Encoding can activate attentional mechanism, engage the learner's cognitive processes of coding, integrating and synthesizing, and transform the aurally received information into a personally meaningful form. An external storage may help rehearsal and provide mnemonics and information for reconstruction of memory.

Kobayashi (2005) identified two factors that affect the quality of note-taking procedure the first is: Intervention students often produce poor notes (e.g., verbatim transcript, omission of important ideas), he suggested that the spontaneous note-taking procedures are defective in processing of lecture or text information. Positive interventions in the note-taking procedure would be helpful. He believed Positive interventions include pre-training of note-taking skills or techniques, providing framework notes, and giving verbal instructions to employ an effective note-taking procedure. If the use of less generative note-taking procedures lowers the benefits of note-taking, the encoding effect would be greater for note-takers who received any positive intervention than for non note taker.

second: Schooling level he examined the influence of schooling level on the encoding effect, which has rarely been the object of empirical research. He also argued that students at lower schooling level do not benefit much from the note-taking process because they are lacking in cognitive abilities and skills necessary for taking generative notes. Probably those abilities and skills gradually develop as one grows up and gains educational experience in schools.

He added that there was an evidence that students at higher schooling level take notes more skillfully than students at lower schooling level, this does not imply that the former note-taking procedures are complete. If the encoding effect depends on the quality of note-taking procedure, the advantage of note-taking over no note-taking would be greater for higher schooling level than for lower schooling level.

## **2.2 Review of Related Literature**

Chmiliar, (2011) conducted a study to examine the self regulation skills of post secondary students enrolled in distance education courses. One of the objectives of the study was to determine which areas of self regulation and specific skills students experienced difficulty with. The research involved the collection of data through an online questionnaire distributed to students electronically. The questions were a mix of qualitative and quantitative items.



The quantitative items required responses to a 3 point Likert scale. The sample included 3000 randomly selected students who had successfully completed an distance/online course and 3000 students who had either dropped out of, or failed to complete a course successfully at a distance. At this preliminary stage descriptive information was pulled from the data. A brief summary of the preliminary data is described below. In his study he found that In the area of note taking, student responses indicated a lack of use of note taking hundred and ninety four students who received the survey chose to participate in the study and completed the online survey. Of the respondents, 71% were female and 29% were male. Fourteen percent of the students were 18-25 years of age, 33% were 26-35 years of age, 26% were 36-45 years of age and 27% were over 46 years old. Less than 1% of the students had not completed even one course, 20% had completed 1 or 2 courses, 29% had completed 3 to 5 courses, and 50% had completed more than 6 courses at a distance. Seventy five percent of the students indicated that they at some time had failed a course or not completed the course requirements within the designated contract date. Forty nine percent of the students also indicated that they had withdrawn from a course. Seventy seven percent of the students indicated that they just copy down important points as they read. Fifty five percent of the students reported that it takes them a very long time to take notes, and 25% of the students reported that when they go back to read their notes they have trouble reading and understanding them.

Hassanbeigi, (2011) investigated the relationship between various study skills and academic performance of university students. Materials & Methods: A total of 179 male and female junior and senior medical and dental students participated in the this study. The instrument was "Study Skills Assessment Questionnaire" taken from counseling services of Houston University. The data were collected and analyzed using Kruskal-Wallis test. Results: The findings of the study showed that the study skills scores of university students with a grade point average (GPA) of 15 or more (out of 20), were statistically higher than that of those students with a GPA of less than 15 in all of the 7 skills of time management and procrastination ( $P < .01$ ), concentration and memory ( $P < .01$ ), study aids and note taking ( $P < .02$ ), test strategies and test anxiety ( $P < .01$ ), organizing and processing information ( $P < .01$ ), motivation and attitude ( $P < .04$ ), and reading and selecting the main idea ( $P < .0001$ ).

Çetingöza, (2010) in his research, conducted on the History of Turkish Republic Lesson, investigated a) when University students learned note taking strategies b) which note-taking strategies have been difficult to learn for them c) whether or not they learned strategies which are not included in the note taking strategy learning program. The research was conducted at Dokuz Eylul University, Buca Education Faculty, Department

of Elementary Education, Social Sciences Education program during 2004-2005 Fall semester on students who took History of Turkish Republic Lesson. The data of the research was collected through Note Taking Strategy Performance Evaluation Form. When the findings about when students learn note-taking strategy were analyzed the following results were determined:

Students note-taking performance level grads showed significant differences at 1. and 3., 5. and 7., 7. and 9. weeks but the performance grads between 3. and 5. weeks increased without showing significant differences. The period between these weeks was stagnant. At the 5. and 7. weeks, which were the next, performance grads increased again. According to the averages students having 18 grade and below have been called students having low note taking performance, between 19-23 intermediate and 23 and over advanced. According to this situation the researcher saw that students start to learn the note-taking strategy at 5. and 7. weeks and they learn it at the 9th week When the findings about which note-taking strategies do the students compelled to learn were analyzed the following results were determined: Students learn finding the cause effect relations, adding subject heading, finding the important points in learning material easiest. Finding main idea, making paragraph and adding keywords\phrases were learned harder.

Kirkgöz, (2010) in her study aimed to promote effective strategies of listening, familiarize the students with note-taking conventions, and make note -taking relevant to students for the world outside the classroom, such as their target faculties which offer English - medium instruction, through developing appropriate note taking task, findings obtained from pre-post result as well as authentic lectures revealed that the students were able to reach a stage where they could take notes selectively, independently. The population of this study is 32 adult learners, aged between 18-20 and receiving an intensive English language teaching programme, in Cukura university, Turkey. This study lasted three month with two hours weekly teaching.

The frame developed for this study has been successful in bringing the students to a stage where they could take notes selectively, confidently and independently. This study agreed with the current study for it confirms the importance of taking note outside the classroom such as taking notes during reading.

Maydosz, (2010) stated that taking notes in lectures is a key component of academic literacy and has been much investigated both from the point of view of the discourse structure of lectures and the ways in which native and non-native speakers of English take notes. However, most research has not considered the role of students' conceptualizations of the process.

Maydosz, (2010) examined whether research into students' conceptualizations can contribute to our understanding of taking notes in lectures. this researcher examines whether research into students' conceptualizations can contribute to the understanding of taking notes in lectures and he describes an illustrative destination into student conceptualizations based on a series of structured interviews with 18 students, six first year additional undergraduates, six access students, and six first year international students. The interviews examined how students think about the purposes of taking notes in lectures, the content of the notes, what should happen to the notes after the lecture and the students' previous experience of taking notes. The paper concludes that our understanding of this aspect of academic literacy would be enriched if it took account of students' conceptualization of the process, that this would lead to a more heterogeneous view of taking notes in lectures and that there may be a case for more integration of EAP into mainstream courses.

Grabe and Christopherson,(2005) argued that note taking and note reviewing are essential college student learning activities. A large number of carefully controlled studies have evaluated student effectiveness in implementing each of these skills and have found that both can be improved by providing instructor notes. While the Internet now offers a practical method for providing notes, some instructors are reluctant to offer notes because they fear that students will use these notes as an alternative to class attendance. This study used data collected by the server and questionnaires to describe voluntary use of online lecture notes, to search for correlates of individual patterns of note use, and to investigate student use of notes as an alternative to class attendance. Students primarily printed notes and used these notes during class presentations. There was some evidence that note users performed better on examinations than students who did not use notes. Some students did admit to use notes as an alternative to class attendance, but a comparison between the examination scores of those who admitted to this practice and those who claimed never to use notes for this purpose showed no significant differences in performance.

Kobayashi, (2005) in his meta-analyses indicated that the overall encoding effect of note-taking is positive but modest. This meta-analysis of 57 note-taking versus no note-taking comparison studies explored what limits the encoding effect by examining the moderating influence of seven variables: intervention, schooling level, presentation mode and length, test mode, and publication year and source. It was found that (a) either positive interventions or rise in schooling level did not enhance the benefits of note-taking; (b) visual presentation of learning material interfered with the note-taking process, whereas longer presentation did not; (c) recall test detected the encoding effect more than recognition and higher-order performance

tests; and (d) publication year and source contributed to the variation in effect sizes.

These results suggested that the modest encoding effect is not due to the incompleteness of students' spontaneous note-taking procedures, but mechanical demands of note-taking type of learning outcome measure, and publication characteristics. He argued that this may have some influence on the lecture or text processing, whether note-taking directly promotes encoding or not. For example, students might give up grasping the point of a lecture while they are busy writing down what the lecturer said. Closer examination of the encoding effect should be informative to reveal what and how students can learn while being in class. Of course, in real academic situations, students often benefit from reviewing their notes after class more than taking them during class. This study emphasized that the students do not gain much from their note taking process, the reason is that they do not have a generative note taking procedures, the encoding effect would be increase if they become more skillful in taking notes.

Badger, (2001) in his study describe a preliminary investigation into how students conceptualize based on a series of structure interviews with 18 students, six year traditional undergraduates, six access students, and six first year international students. the interviews examined how students think about the purposes of taking notes in lectures, the content of the notes, what should happen to the notes after the lecture and the students previous experience after taking notes. The paper concludes that the understanding of this aspect of academic literacy would be enriched if it took account of students conceptualization of the process that this would lead to amore heterogeneous view of taking notes in lectures and that there may be.

Clerehan, (1995) highlighted the differences between L1 and L2 note taking during lectures. It was found that L2 students recorded significantly fewer of these top level elements. The lecture investigated is a law lecture addressed to undergraduate Business students at Monash University. The researcher selected this lecture for very practical reason that there were a large number of international students studying the subject. In the third week of first semester in 1992 a 50-min Commercial Law lecture delivered to approximately 200 Business students was videotaped and later transcribed. The most striking differences were found to be in the students recording of the hierarchical structure of the lecture, where both local and international L1 students consistently recorded.

### **2.3 Summary**

Studies that addressed the skill of taking note can be summarized as follows:

First, the objectives of the study: The importance of note taking that

the student acquires in general, such as: (Grabe,2005), (Chmiliar,2011). Second Studies designed to promote effective strategies to develop some skills such as listening and other skills using a note taking, especially for students who enroll courses outside the classroom, such as joining the faculties of progress studying of English such as (Kirkgöz,2010).

Kirkgöz's study agrees with the current study in terms of the reference to the need for students to receive training on the strategy of note taking. Before the researcher started the research he needed to evaluate students usage of note-taking strategy to prepare programme which is suitable for students after determining their fulfillments and deficiencies on note-taking strategy. Third Studies aimed at a particular emphasis on note taking in lectures concerning the English language to non-native speakers such as (Badger,2001), (Clerehan,1995), (Maydosz,2010), (Kirkgöz,2010), (Çetingöza,2010). Fourth Studies focused on a relationship between note taking and record of academic score for university students of the such as: (Hassanbeigi, 2011), (Kobayashi,2005) .

These studies differed in terms of the instrument study and agreed with the current study in terms of the use of questionnaire as a tool to search such as: (Chmiliar,2011) .

## **Chapter Three**

### **Design and Methodology**

This chapter covers the description of the population of the study, the selection of the sample, the design, the instructional material, the instruments, as well as validity and reliability of the instrument, the procedures of the study, and the statistical analyses.

#### **3.1 Population of the Study**

The population of the study consisted of all (male and female) students at the English language and literature department at Mu'tah University, during the second 2011/2012. The researcher officially obtained data about the population of the study from the directory of registration. The number of students was 378 male and female students. 294 female and 84 male.

#### **3.2 Sample of the Study :**

The study sample consisted of ( 147 ) male and female students, selected randomly from the original population ( i.e. 378) table (1) shows the distribution of the sample of the study.

**Table (1)**

**The sample of study**

<b>Level of study</b>	<b>females</b>	<b>Males</b>	<b>Total</b>
<b>1st</b>	<b>19</b>	<b>5</b>	<b>24</b>
<b>2nd</b>	<b>27</b>	<b>8</b>	<b>35</b>
<b>3rd</b>	<b>29</b>	<b>8</b>	<b>37</b>
<b>4th</b>	<b>42</b>	<b>9</b>	<b>51</b>
<b>Total</b>	<b>117</b>	<b>30</b>	<b>147</b>

#### **3.3 Design of the Study:**

This study aimed at identifying the attitudes of students towards the not-taking skill. Therefore the study consisted of the following dependent and independent variables.

- A. The independent variable: gender and year of study of students of English language and literature department at Mu'tah University.
- B. The dependent variables: the importance of note taking skill.

#### **3.4 The instrument of the study:**

To investigate the attitudes of the students who registered during the second semester during the academic year 2011/2012 in the English and literature department at M"utah University, a questionnaire was designed to measure their attitudes of the students toward the note taking skill. After reviewing the literature and studies related to note taking skill, the



researcher herself designed five likert type of questionnaire which Consisted of (33) items distributed over two dimensions, (note taking skills during lecture and while reading),

The Table (2) shows the numbers of these skills and the number of items.

**Table (2)**  
**The number of skills and the number of items**

<b>Domain</b>	<b>Number of Items</b>
Lectures note taking	23
Note taking during reading	10
Total	33

### **3.5 Validity of the Instrument:**

To guarantee the validity of the questionnaire, it was given in its first draft (Appendix I) to a jury of experts: two professors at the English and literature department at Mutah University, two professors specialized in English Teaching Methods, at the curriculum and instructions department at Mu'tah University and two experienced teachers of English from Kerak directorate of education, they were asked to add, delete and modify any of the original items. All their suggestions were taken into consideration and the questionnaire was put in its final draft (appendix II), the number of the items in the first draft was 51 and 33 items in the final draft.

### **3.6 Reliability of the Study:**

To guarantee the reliability of the instrument the researcher used two methods. First she calculated the Pearson correlation coefficient by distributing the questionnaire to (20) students from the population of the study but who were excluded from the study sample. The same students were given the questionnaire to fill it out for the second time two weeks later. Then Pearson correlation coefficient was calculated and it was. (89) as shown in table (3) which is consider by the literature on statistics to be reliable. The second method that the researcher was to calculate Cronbach Alpha, again table (3) shows the result to be, (87) which again is considered to be reliable .

**Table ( 3 )**  
**Reliability coefficients for each area of the instrument of the study**

Domain	Numbers of items	Correlation coefficient Test-Retest	Alpha
Lecture note taking	23	0.83	0.79
Note taking while reading	10	0.87	0.85
All	33	0.89	0.87

### **3.7 Procedures of the Study:**

This study attempted to find out the attitude of students of English language and literature at Mutah University towards note-taking. After reviewing the related literature and studies.

The researcher conducted the study by adhering to the following procedures.

1. The researcher obtained the approval from Mu'tah University and the head of English and Literature Department to conduct the study.
2. After reading the related literature on note taking skill, the researcher designed a questionnaire which consisted of 51 items.
3. The questionnaire was checked for validity as explained earlier based on the recommendations and the questionnaire was reduced to 33 items.
4. The researcher then distributed the questionnaire to the students while they were attending lectures and collected them before the class was over.
5. The results were then analyzed using SPSS package and conclusion were drawn.

### **3.8 Data analysis:**

The student's responses to the questionnaire were tabulated and analyzed using means, standard deviations and One Way ANOVA.



## Chapter Four Findings, Discussions and Recommendations

### 4.1 Findings and Discussion of the Result of the Study

This study aimed at evaluating the attitude of students of the English language and literature department at Mu'tah University towards the note-taking skill through answering the questions of the study. After reviewing the literature the researcher found that the questionnaire is the best instrument for such a study, this chapter presents the study findings, as well as discussions of the findings .

#### 4.1 The first question:

**What is the attitude of the students of the English Language and Literature Department at Mu'tah University towards the note taking skill?**

To answer the first question means and standard deviations were calculated according to items answer scale with five gradients, as shown in table (4):

**Table (4)**  
**Means and standard deviation of note taking domains**

Domain	Mean	Std.deviation
Lecture notes	3.9	0.35
Reading note	3.7	0.31
All items	3.8	0.3

Table (4) showed that the mean score for the lecture note taking is 3.9 and the mean score for the reading note taking is 3.7 which are both considered to be high (3.6 -5.0) as indicated earlier. the mean score of all items is 3.8 which is also considered to be high.

The results of this question about the attitude of students in the English language and literature Department towards taking in general was high (3.8).

This indicates that students in the English Department have positive trends and estimate high for this strategy and its role in raising their academic scores whether they are during the lecture or while reading. And in supporting the importance of taking note to prepare for the exam and as a strategy which saves time and effort agreed with (Grabe,2005), (Chmiliar,2011). results .

**The second question:**

**Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) of the attitude of the students in the English language and Literature department at Mu'tah University towards note taking skill attributed to gender?**

To answer this question means and standard deviations of the students responses of the study instrument were calculated by gender as shown in table(5).

**Table (5)**  
**Means and standard deviations of the students responses of the study instrument attributed to gender.**

	<b>Gender</b>	<b>Mean</b>	<b>Std</b>
Lecture notes	male	3.61	0.37
	Female	3.93	0.31
	Total	3.86	0.35
Reading notes	male	3.41	0.36
	Female	3.73	0.33
	Total	3.66	0.34

Table (5) above shows the mean score of the students responses based on gender.

The mean score of the male students on the lecture note- taking is 3.61 and their mean score of the reading note -taking is 3.41. The table also shows that mean score of the female students responses on the lecture note-taking is 3.93 and the mean score on the reading to be 3.73. In order to show whether or not these scores are statistically significant a One way Anova was calculated as shown in table (6).

**Table (6)**  
**One Way ANOVA results attributed to gender**

<b>Effect</b>	<b>value</b>	<b>F</b>	<b>df</b>	<b>error df</b>	<b>sig`</b>
<b>Gender hotellings Trace</b>	<b>84.994</b>	<b>15.978</b>	<b>1</b>	<b>188</b>	<b>0.00</b>

Table (6) showed a statistically significant difference between males and females since the sig value is 0.00, which is considered significant at  $\alpha \leq 0.05$ . The significant is in favor of the female students since their mean scores were higher (3.93 and 3.73) than the male students (3.61 and 3.41).

The result of this question indicated that there are clear differences in the means between the responses of students, male and female on the study instrument about taking note during lecture or while reading, and these differences are statistically significant, where the value of F to identify taking note during the lecture is (15.978), while the value of F to identify taking note while reading is (32.1) were differences in favor of females, due to the fact that females are more focused and patient with respect to the educational and academic fields. This result which was reached by this study agrees with (Grabe,2005), and (Kabayashi,2005).

**Third question:**

**Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) of the attitude of the students in the English language and Literature department at Mu'tah University towards note taking skill attributed the year of study?**

To answer this question, means and standard deviations of students responses on the instrument for years were calculated as shown in table (7).

**Table (7)**

**Means and standard deviation of students responses on lecture and reading note -taking attributed to the year of study.**

	year of study	Mean	Std
Lecture notes	1st	3.59	0.17
	2nd	3.78	0.14
	3rd	4.21	0.18
	4th	4.4	0.20
Reading notes	1st	3.39	0.16
	2nd	3.27	0.15
	3rd	4.01	0.13
	4th	4.21	0.21

The results in table (7) showed the mean scores to gradually increase from the first year to the fourth year on both reading notes and lecture notes . Lecture note- taking (3.54, 3.78, 4.21, 4.4) and for reading notes (3.39, 3.27, 4.01, 4.21).

In order to show whether or not these results are significant a multiple analysis (scheffe test) was conducted as shown in table (8).

**Table (8)**

**Multiple comparisons according to the year of study according to (scheffe test )**

Dependent variable	year of study	mean differences	sig	
Reading notes	1st	2nd	- .1803	0.00
		3rd	- .6142	0.00
		4th	- .8210	0.00
	2nd	3rd	- .4339	0.00
		4th	- .6408	0.00
	3rd	4th	- .2069	0.00
Lectures notes	1st	2nd	- .19	0.00
		3rd	- 0.62	0.00
		4th	- .81	0.00
	2nd	3rd	- .43	0.00
		4th	-0.62	0.00
	3rd	4th	-019	0.00

Table (8) above indicated that there WAS a statistical significance in the results of the student responses due to year of study. The significant value was 0.00 which is considered significant in favor of the advanced years (9 third and fourth) since that obtained the higher mean scores as shown in table (7) above.

The results of this question in terms of the existence of differences apparent between the means in the strategy of taking note, whether during lecture or while reading depending on the study year, and were these differences statistically significant, as the value of F with note taking during lectures is (196074), while the value of F with note taking while reading is (193052). The results showed that the statistical differences were in favor of the fourth year students when compared with students of the first year, and this result is due to that the fourth-year students have more experience in the university learning, with greater awareness of the importance of the lectures information for the exam, while the students of the first year were still effected by methods of teaching in the school where they are negative recipient of the information

Differences were in favor of third year students when compared with first year, as well as for the second year students when compared to students of the first year, from these results the conclusions that the more years at universities are the more positive attitudes toward note taking and this is because students become familiar with the university learning with the passage of time, where university education depends heavily on note taking in the lecture or by searching and reading. This result which is reached by this study agrees with (Hassanbeigi,2011) and (Kobayashi,2005).

**The fourth question:**

**Are there any statistically significant differences at ( $\alpha \leq 0.05$ ) of the attitude of the students in the English language and Literature department at Mu'tah University towards note taking skill attributed to the interaction of gender and time of taking notes (during lecture vs while reading)?**

To answer this question a two - way ANOVA of the interaction of gender and time of taking notes (during lecture vs. while reading) was calculated as shown in table (a).

**Table (9)**  
**Two - way Anova analyses of gender and time of taking notes ( during lecture vs. while reading)**

Source	Dependent Variable	Type III sum of squares	DF	Mean square	F	S.G
Gender	Lecture notes	3.420	1	3.420	32.1	
	Reading notes	3.450	1	32.4	0.000	0.00
Error	Lecture notes	19.013		88	0.101	
	Reading notes	20.011		188	0.106	
Total	Lecture notes	22.453		189		
	Reading notes	23.461		189		

Again table (9) shows the significant value to be 0.00 for both. lecture A reading note- taking .This value is significant at  $\alpha \leq 0.05$  in favor of the female students since their mean scores were higher as indicated earlier which means that female students had positive attitude towards note taking both times lecture and reading

The result of this question indicates that there are clear differences in the value type III sum of squares of between the responses of students, male and female on the study instrument about taking note during lecture vs. while reading, and these differences are statistically significant and in favor of female, where the value of F to identify taking note during the lecture is (32.1), while the value of F to identify taking note while reading is (32.4) were differences in favor of females , due to the fact that females are more focusing and patient with respect to the educational and academic fields. This result which was reached by this study agree with (Grabe, 2005) and (Kabayashi,2005).

#### **4.2 Summary:**

Drawing from the findings of the study it could be concluded that note taking skill is important for university students, especially for English language and literature department students. There was statistically significant differences about the attitude of the students of the English Language and Literature Department attributed to gender.

The results were in favor of female students while the statistically significant differences according to the year of study was in favor of the advance year student. In general the result of the study shows that the [students of English and Literature departments have high positive attitude toward note taking skill.

### **4.3 Recommendation:**

In light of the results of the study ,the study suggested the following recommendations for students , universities administration and researcher:

1. Students, especially students of English Department must improve themselves by taking courses in order to acquire and develop this skill, because this skill is important in raising academic achievement and communicating with lecturers that are given in the foreign language.
2. Universities administration should provide courses about note taking to help student to develop or improve this skill.
3. 3- Further researcher are recommended to investigate the importance of using note taking strategy according to the students in general.

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**Appendix (I)**  
**The questionnaire in its draft form**

**Dear professor,  
Dear supervisor,**

The researcher is conducting a study entitled "The Attitude of Students of the English Language and Literature Department at Mu'tah University towards the Note - Taking Skill" in partial fulfillment of the requirements for the degree of master in Curricula & Instruction Department at Mu'tah University.

This questionnaire consists of two main domains: taking -notes during the lectures , reading taking -notes. Your judgment will be strictly confidential and will only be used for academic purposes.

Thank you for your cooperation in judging this enclosed questionnaire .

Thank you

The researcher : Huda Garalleh  
Mu'tah University

No	Items	Appropriate paragraph of the domain		Drafting language		Notes
		Appropriate	Inappropriate	Appropriate	Inappropriate	
<b>Lectures notes</b>						
1	I am good at separating the relevant from the irrelevant notes when I am writing them down during the lecture .					
2	I can take notes while I am listening to the lecturer.					
3	I replace long phrases with abbreviations .					
4	I only write down things I understand .					
5	I use symbols while I am taking notes .					
6	I mix the language of teaching with my own language .					
7	I do not write every word during the lectures .					
9	I can separate between the lecturers' opinions and the subject matter.					
10	I am a positive recipient of the ideas during the lectures.					
11	I do not care if the information which is given during the lecture is right or wrong.					
12	Taking notes using English language make this skill more difficult .					
13	I write down notes using my native language during English language lecture.					
14	I am not good at taking notes ,I only copy from the black board or from other students notes.					
15	My notes are difficult to be read by others					
16	I come up with my own shorthand writing.					
17	My lecturer improves my note taking skill.					
18	My lecturer helps me in take notes when					

	he uses expressions to highlight important information.					
19	My university improves note taking skill .					
20	I do not have time to take notes because I concentrate on Understanding what the lectures say.					
21	I think Information presented in slides or transparencies are unlikely to be recorded in my notebook .					
22	I am aware of the grammatical and spelling rules while taking notes.					
23	I am aware of the grammatical and spelling rules while taking notes.					
24	I think effective notes can improve my learning and listening skills.					
25	I support the idea that taking notes is a great way to identify important concepts .					
26	I believe that Note-taking requires the individual to learn some note-taking strategies and methods via constant referral to reference material until the ability to quickly and effectively create concise notes has become an automatic process.					
27	I support the idea that Note taking skills are not just for students They can be applied in other situation, e.g. at the workplace.					
28	Note taking skill helps me become an active listener.					
29	It helps me pay better attention to an oral presentation or written document because it improves my learning skills.					
30	When I compare my notes to others notes, my notes are always better than theirs					
31	I like taking notes using English language					
32	The lecturers show us the important points through using some expressions repetition, and body language					
<b>Reading Notes</b>						
33	I take down notes as well as comments in					

	the books' margin while reading .					
34	I always try to get a general ideas of a text before I read it in details I have a handout before the lecture .					
35	I always try to get a general ideas of a text before I read it in details I have a handout before the lecture.					
36	I only study my notes before the exam .					
37	I decide on which elements of the lectures are worth writing down.					
38	I revise my notes and fill in the missing words; then, rewrite the ambiguous notes.					
39	I am always prepared before the lectures.					
40	I get low scores because I only study on my notes.					
41	I get high scores because I only study my notes.					
42	This skill also improves reading comprehension.					
43	I am going to have courses about note taking skill.					
44	I agree with the idea that every one must have the note taking skill					
45	My note taking skill is good.					
46	My note taking skill is excellent.					
47	My spelling in English spelling is weak, so i can not understand my notes.					
48	I think that my notes are more important than what is included in books.					
49	My English language is weak.					
50	My English language is good.					
51	My English language is excellent.					

**Appendix (II)**  
**The questionnaire in its final form**

Dear colleagues ,

The researcher is conducting a study entitled "The Attitude of Students of the English Language and Literature Department at Mu'tah University towards the Note - Taking Skill" in partial fulfillment of the requirements for the degree of master in Curricula & Instruction Department at Mu'tah University.

This questionnaire consists of two main domains: taking -notes during the lectures, reading taking -notes. Your answers will be strictly confidential and will only be used for academic purposes. Please try to fill this questionnaire frankly and honesty.

Thank you for your cooperation in completing the enclosed questionnaire .

**Personal Information**

Gender :

-Male :.....

-female :.....

Age :

Field of study:.....

year of study:.....

The researcher : Huda Garalleh  
Mu'tah University

No	Domain
<b>Lectures notes</b>	
1	I think that I am good at separating the relevant notes from the irrelevant when I am writing down them down during the lecture.
2	I can take notes while I am listening to a lecturer.
3	I replace long phrases with abbreviations.
4	I only write down things I understand.
5	I use symbols while I am taking notes.
6	I am consistent in my use of symbols.
7	I mix the language of teaching with my own language.
8	I do not write every word during the lectures.
9	I can separate between the lecturers opinions and the subject matter.
10	I am a positive recipient of the ideas during the lectures.
11	I do not care if the information which is given during the lecture is right or wrong.
12	Taking notes in English language make this skill is more difficult.
13	I write down notes using my native language during English language lecture.
14	I am not good at taking notes. I only copy from the black board or from other students notes.
15	My notes are difficult to be read by others .
16	I come up with my own short hand writing.
17	My lecturer improves my note taking skill.
18	My lecturer helps me take notes when he uses expressions that emphasize the important information.
19	My university improves note taking skill.
20	I do not have time to take notes because I concentrate on understanding what the lectures say.
21	Information presented in slides or transparencies are unlikely to be recorded in my notebook.
22	I am aware of the grammatical and spelling rules while taking notes.
23	I take down notes as well as comments in the books margins while reading.
24	I use lighter pen while reading.
25	I always try to get a general ideas of a text before I read it in details I have a handout before the lecture.
26	I have a previous background about how to take notes while reading .
27	I only study my notes before the exam .
28	I decide on which elements of the lectures are worth.
29	I revise my notes and fill in the missing words; then, rewrite the ambiguous notes.



30	I agree with the idea that every one must have the note taking skill.
31	This skill also improves reading comprehension.
32	I am going to have courses about note taking skill.

## المعلومات الشخصية:

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